


70th UIL anniversary

26 & 27 October 2022

The work of UNESCO's Institute for Lifelong Learning (UIL) on Climate Change

27 October 2022






Unsustainable patterns of consumption and production - continued deterioration of the global environment - **need to be stopped.**

The Paris Agreement and the Glasgow Climate Pact : **many countries have developed strategies to lower their greenhouse gas emission.**

CONFINTEA VII Marrakech Framework for Action : **adult learning and education (ALE) must be part of the transformation for climate action.**



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New skills are needed to develop sustainable solutions to change how we grow food, use land, produce and transport goods, and power our economies.

Education systems have to adapt to new skills requirements for a climate neutral economy based on renewable energy and energy efficiency.

The climate crisis calls for a deep transformation, also in relation to **people's awareness, behaviour and day-to-day decision-making.**



Promote opportunities for **reskilling and upskilling for green jobs throughout people's lives**



Support the development of **national and local lifelong learning policies and strategies addressing climate change issues**



Raise awareness of the impact of climate change.



Promote **intergenerational approaches** to climate learning



Promote **community learning and citizenship education** to support sustainable development and climate friendly lifestyles in cities and rural areas

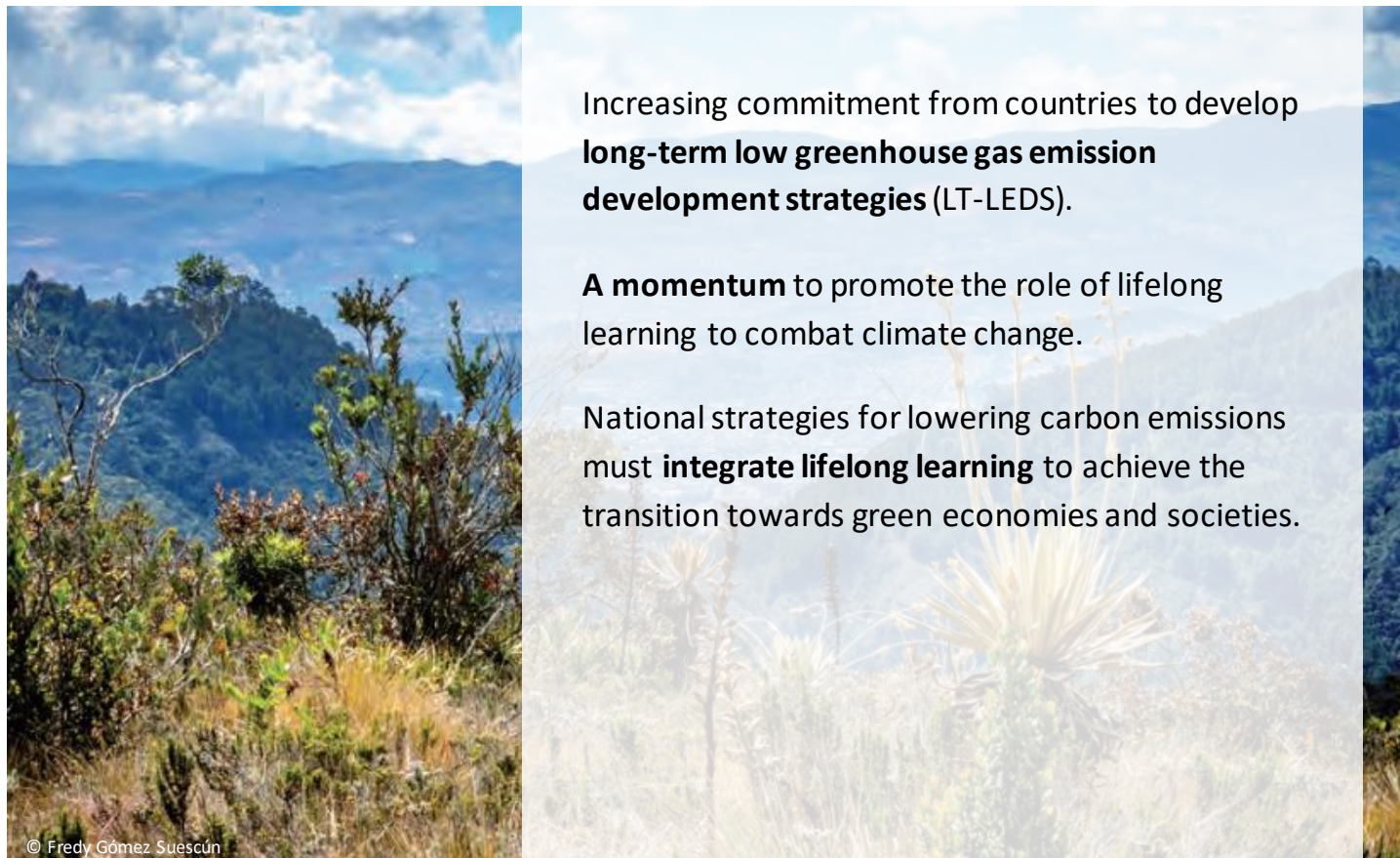
4 QUALITY EDUCATION



13 CLIMATE ACTION



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Increasing commitment from countries to develop **long-term low greenhouse gas emission development strategies (LT-LEDS)**.

A momentum to promote the role of lifelong learning to combat climate change.

National strategies for lowering carbon emissions must **integrate lifelong learning** to achieve the transition towards green economies and societies.

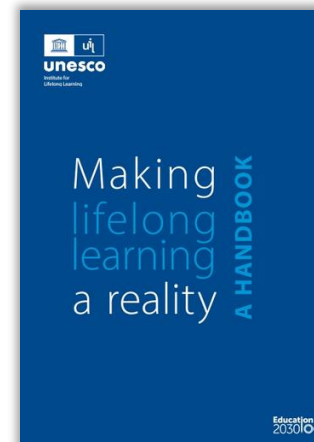
© Fredy Gómez Suescún

Research and guidance

- ✓ Analysis of how education and lifelong learning are currently considered in LT-LEDS
- ✓ Developing country case studies of holistic lifelong learning plans for combatting climate change
- ✓ Formulate recommendations to enhance green skills development and climate education.

Capacity building

- ✓ Produce resources related to climate change and green skills
- ✓ Conduct capacity-building activities for policy-makers and programme managers at national and local levels.

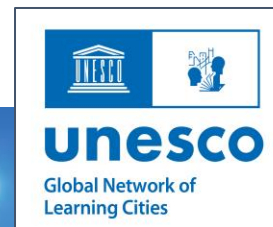


Cities account for 75 percent of global greenhouse gas emissions → they are **key to combat climate change**.

Targeted policy interventions at local level are urgently needed.

The **concept of learning cities** : a successful approach to promote lifelong learning and sustainable development in urban communities.

The **UNESCO Global Network of Learning Cities (GNLC)** today counts 294 cities from 76 countries.



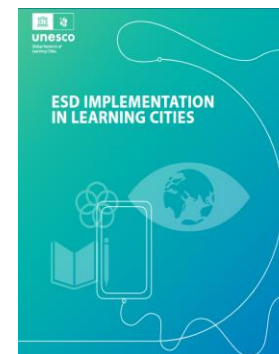
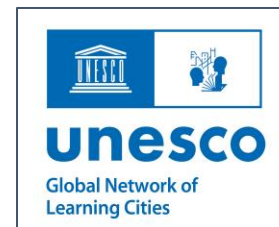
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The **UNESCO GNLC cluster on Education for Sustainable Development (ESD)** connects cities which implement ESD at local level.

Climate change will be highlighted in the next International Conference on Learning Cities.

Research and guidance

- ✓ Cities case studies on lifelong learning strategies for combatting climate change / lowering CO2 emissions
- ✓ Results will provide policy and programme guidelines for learning cities





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Ageing Societies

Recognize and address the learning needs of older people.



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Young and growing populations

Strengthen non-formal education, facilitate access to training and employment.



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2

Migrations

Addressing the learning needs of migrants and refugees, promote lifelong learning as an instrument for social integration.



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 24 % of countries

a **decrease** in participation in ALE for older adults.

 49 % of countries

an increase in participation for youth.

 60 % of countries

no change in the participation of migrants in ALE .

A focus on the contribution of universities to lifelong learning, including for older adults.



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In-depth case studies, in all UNESCO regions including a review of provision and an analysis of criteria for needs-based learning opportunities for older adults.

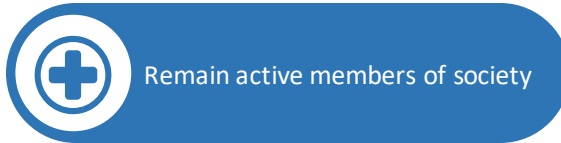
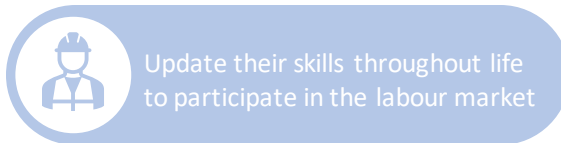
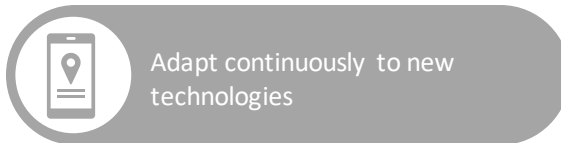


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[Transforming higher education institutions into lifelong learning institutions - UNESCO Digital Library](#)

Adequately addressing the effects of ageing societies requires MS to support adults to:



Strengthening non-formal education, in particular for young women

- **Policy, governance and planning:** improving strategic gender responsive planning
- **Quality:** monitor the quality of literacy programme for youth and adult in Western Africa (RAMAA)
- **Provision:** enhance capacities through the UIL learning hub for parents, teachers, managers and researchers to promote intergenerational learning



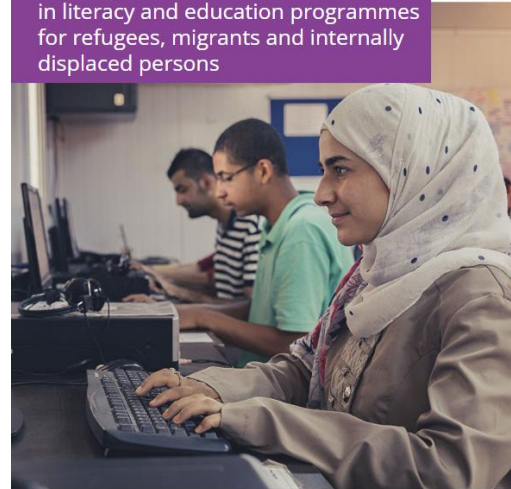
- **Policy, governance and planning:** comprehensive RVA systems and flexible learning pathways
- **Quality:** expand the RAMAA initiative to include the 9-14 year olds learners (RAMAED)
- **Provision:** Expansion of the learning hub delivery to benefit more target groups (youth in the Arab region, prisoners, young women entrepreneurs)



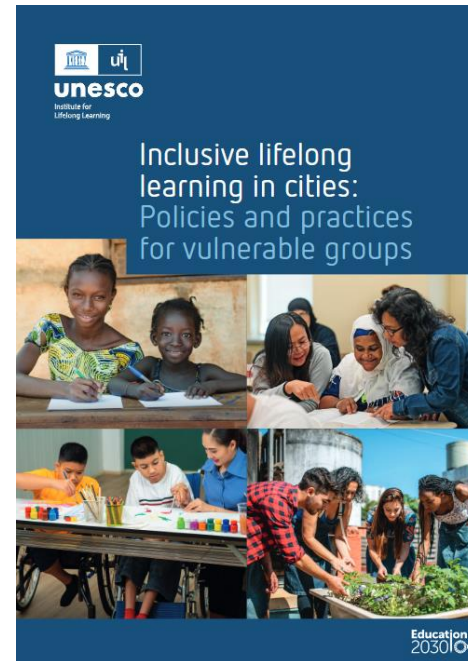
- **RVA** of prior learning and skills as a lever for inclusion
- Information and communication technologies (**ICTs**) for education and literacy programmes of refugees, migrants and IDPs.
- Open Educational Resources (**OER**) : digital resources for adult learning **open** to all.



Leveraging innovative technology in literacy and education programmes for refugees, migrants and internally displaced persons



- Developing knowledge resources, policy tools and support services, to help host **countries and cities** to include people on the move in lifelong learning programmes.
- With UNHCR, capacity building for policy-makers and providers to implement innovative technology solutions for inclusive education programmes for refugees and IDPs.
- Expand the implementation of courses on ODL for migrants and refugees



Afghanistan

Developing a Pashto TV course for parents in Afghanistan, including a blueprint for TV episodes and storyboards for each episode.



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Literacy and technology

Review of effective combinations to deliver technology-based programmes in conflict affected countries and areas.



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From radio to artificial intelligence

Review of innovative technology in literacy and education for refugees, migrants and internally displaced persons



Education
2030

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The work of UNESCO's Institute for Lifelong Learning (UIL) on Citizenship Education

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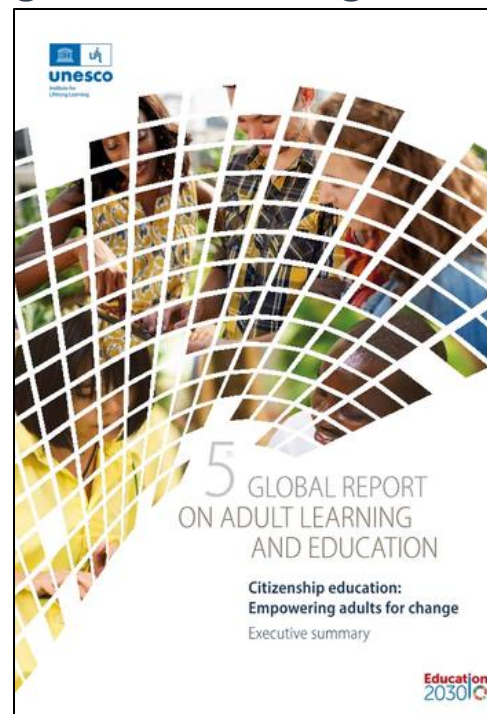


Global citizenship education:

Key enabler of SDG 4.7 and for the realization of the 2030 Agenda.

Fifth Global Report on Adult Learning and Education (GRALE 5) Citizenship Education: Empowering Adults for Change

GRALE 5 survey: three-quarters of countries are implementing policies in relation to citizenship education (CE).



Lifelong learning plays a significant role
in promoting citizenship education

“

Responding to contemporary challenges, such as the mass movement of populations fleeing war or environmental disaster, climate change and digitalization, demands populations of engaged, active, critical citizens who recognize both their shared humanity and their obligations to other species and to the planet.”

*Fifth Global Report on Adult Learning
and Education*

Marrakech Framework for Action (MFA)



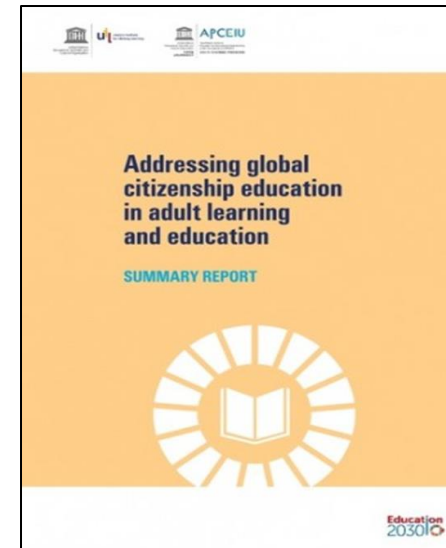
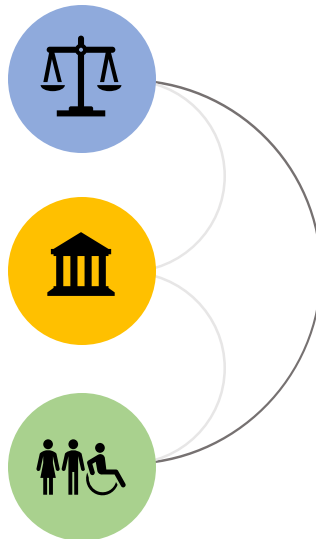
§31. We commit to placing diversity, including linguistic diversity, inclusion, accessibility and equity at the heart of our endeavours, (...) This commitment derives from the reaffirmation of **education as a human right, which includes the right to participation as an enabler of empowerment and of active and global citizenship.**



UIL will further develop indicators and tools to monitor the provision of citizenship education as part of Adult Learning and Education (ALE).

Addressing Global Citizenship Education in Adult Learning and Education. Summary report, 2019

- Empowering individuals to build just and sustainable societies.
- Building learning ecosystems, including cultural centres, libraries and museums, in strengthening global citizenship education opportunities for adults.
- Targeting vulnerable and marginalized groups, such as people with disabilities, migrants and refugees.



Teachers' professionalization

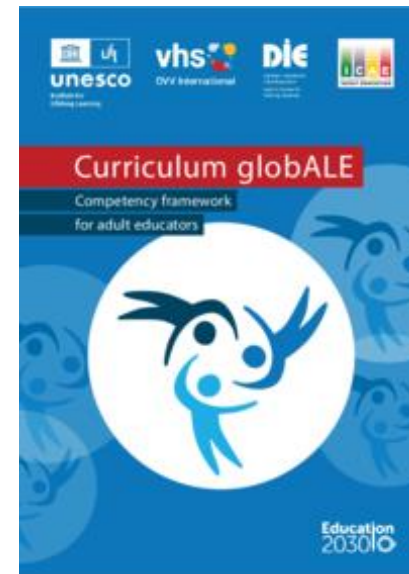
Curriculum globALE:

Competency framework for training adult educators.



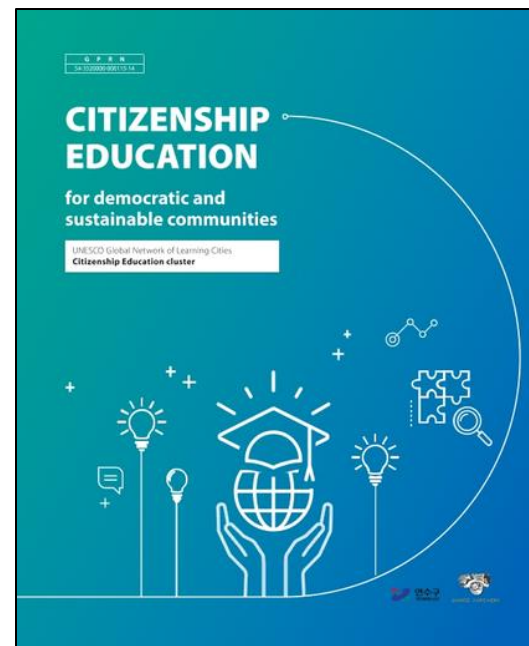
Research on teachers as lifelong learners:

Designing teachers' professional development from a lifelong perspective to effectively support students as lifelong learners.



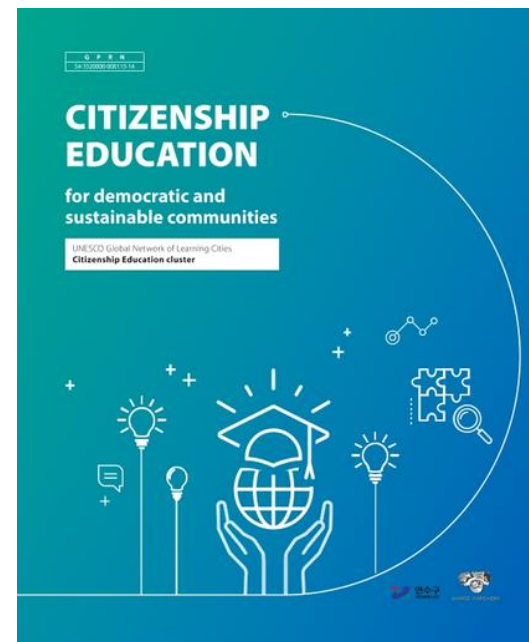
UNESCO Global Network on Learning Cities (GNLC) Citizenship Education Cluster

GNLC citizenship
education cluster:
Promoting citizenship
education for building
democratic and
sustainable communities.



UNESCO Global Network on Learning Cities (GNLC)

- Documenting innovations and good practices for citizens' participation in local governance.
- Facilitating peer learning and policy sharing on CE among cities.
- Producing tools for including CE as an instrument for community participation and empowerment.





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Culture of LLL

Embracing a culture of lifelong learning means helping everyone to develop a learning mindset.



Citizenship Education

Is UNESCO's response to challenges such as inequality, extremism and misinformation.

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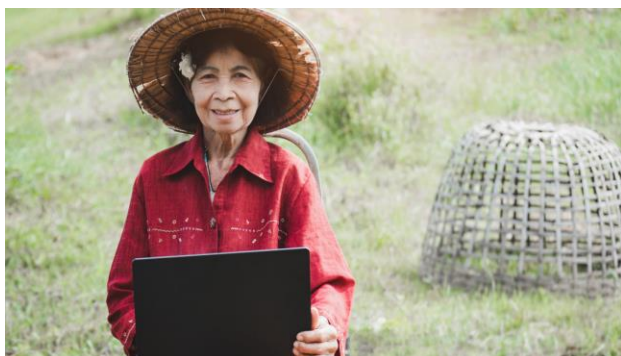
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The Changing World of Work

27 October 2022





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Technological developments continue to **change the workplace** and **digital competencies** are evolving.

Digital platforms are facilitating learning opportunities that enable workers to **upskill and reskill**.

Workplace learning is embracing **innovative modalities**.

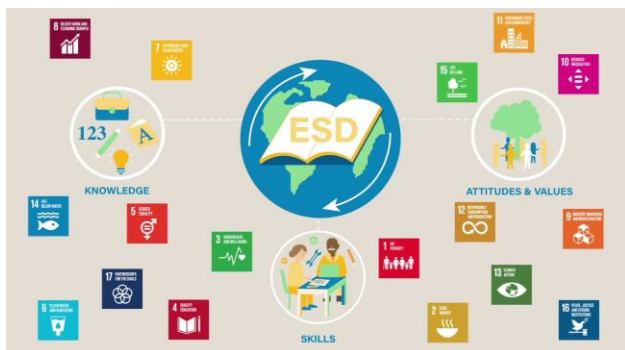
The global transition to online learning during the COVID-19 pandemic crystallized a **need for better guidance on how to build the digital competencies of adult educators**.



UIL will develop a digital competencies curriculum framework and training modules for adult educators, and explore the potential of emerging technologies for workplace learning.



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Education for Sustainable Development is key for achieving **sustainable consumption and production**.

Adult Learning Education must be part of a **green transformation** for inclusive climate action.

ALE is essential in fostering the **immediate changes** the labour market and wider society require.

UIL will support the development of strategies that combine the immediate reskilling of workers in affected occupations with proactive training policies for promoting green skills and carbon-free technologies long term.



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The world population of people aged 65 or older amounted to **727 million in 2020** (UN DESA, Population Division, 2020).

Globally, **living and working longer**, people retire later in life.

A number of countries still record a rapid growth of the **youth population**.

Migration, including the **forced displacement** due to conflicts or natural disasters also reshape the labour markets.



UIL will explore LLL responses to those labour market changes, with a focus on older adults.

Flexible lifelong learning pathways enable **seamless transitions** between education and work and allow **learning in the workplace** to be promoted and recognised.

UIL's strategy

- Support the development and implementation of RVA systems through **capacity-building**
- Explore the **role of the private sector** in the implementation of RVA and **micro-certification**
- Promote **RVA of green skills**



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HEIs must respond to labour market changes by **widening access to learning** opportunities and **contributing to upskilling and reskilling**.

UIL's strategy

- Document good practices
- Conduct case studies, with a focus on green reskilling



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Learning cities strategies in support of local development

UIL's strategy

- Explore the concept of learning territory and build research on current experiences
- Support learning cities to establish **partnerships** with the private sector to co-create territorial development initiatives, including through **micro-credentials**
- Translate research findings into **capacity-building materials and programmes** to inform lifelong learning policy development at national and local levels.



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Global Network of Learning Cities

27 October 2022



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Increased urbanization and the role of cities

There will be an estimated **increase of 2.2 billion urban residents** over the next three decades (World City Report, 2022).

The future of cities is **not uniform** across regions and can lead to a range of scenarios.

Building economic, social and environmental resilience, including appropriate governance and institutional structures, must be at the heart of the future of cities.



UIL established the UNESCO Global Network of Learning Cities in 2012

294 members from
76 countries

16 new cities from
Africa this year

15 new countries
from all regions

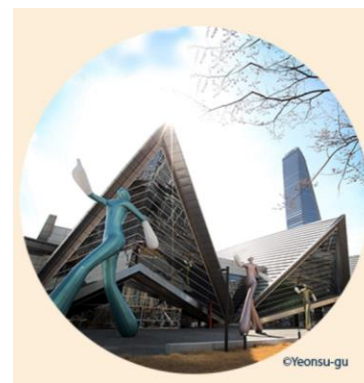
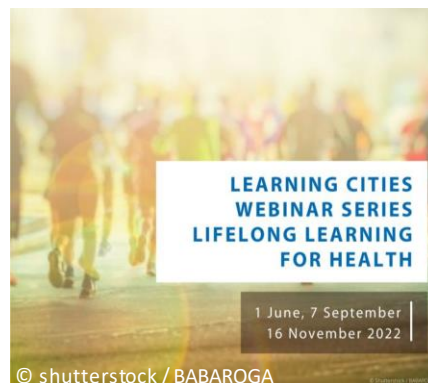
Emergence of new
regional and
national networks

Thematic clusters facilitate the exchange of knowledge, resources and good practices, while fostering mutual support among participating cities.



Learning cities pledged to place **lifelong learning for health and resilience** at the centre of their agendas with the adoption of the **Yeonsu Declaration at the fifth International Conference on Learning Cities**.

UIL and the UNESCO Chair Global Health and Education have **collaborated to develop a roadmap guide** for the enactment of the Yeonsu Declaration, which UNESCO GNLC members, ICLC 5 participants and partners have been invited to co-create.



The future of the GNLC

For the coming years, the GNLC will make an even greater impact.



Help cities to build
resilience to
environmental change



Promote and seek
partnerships **involving**
universities



Offer tailor-made **capacity-**
building



Document how learning
cities can build **inclusive**
learning ecosystems



Enlarge the scope of its
learning cities agenda for
research, advocacy and
international exchanges

The future of the GNLC and partnerships



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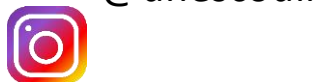
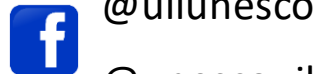
UIL will **promote new partnerships** between cities for interaction and exchange.

There is a clear need to **increase collaboration with private companies** and urban planners, especially when it comes to digitalization and other areas (i.e. health, climate, citizenship education).

The success of cities, towns and urban areas will largely depend on policies and strategies that protect and sustain all, leaving no one behind.

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